

# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1952

Girard College, December 31, 1952

*Board of Directors of City Trusts,*  
Gentlemen:

The year under review is the third complete year of operation under the reorganization of staff, schedule, and program effected in September, 1949, which sought more effective administration and reduced expenditures.

It has been a trying year in American education generally. Even more serious than the overcrowding of public school buildings have been the shortage of teachers and the necessity of engaging teachers with substandard qualifications. The slight increases in teachers' salaries has been quickly absorbed or more than anticipated by the rising cost of living. An entirely inadequate number of college students are planning to teach.

### **A BALANCED BUDGET**

The year 1952 was the first in six years in which Girard College operated without even a small deficit. The dollar that is now worth a little more than fifty cents may shrink further and bring about complete demoralization in many educational institutions. Inflation is a world malady. Our own financial problem, as an institution, is just one small part of the world problem. Our difficulties seem more intense, however, because our income is derived entirely from trust funds. As one recalls H. G. Wells' opinion that "human history becomes more and more a race between education and catastrophe," he is tempted to reflect that organized education itself becomes more and more a race between preservation and inflationary extinction.

The effects of post-war inflation upon Girard College were reviewed in the Report for 1951. It is well to remind ourselves

that during the past five years we have been cutting back our expenditures by an aggregate that would otherwise increase our annual budget by a half-million dollars. Meanwhile, student enrollment and the scheduled increments for staff have both been maintained, and other salary and wage increases to help meet the increased cost of living have been made. Our salary and wage levels are considerably higher than they were over two decades ago.

The recent decisions of your Board made effective this year represent the last third of the economy program. The entire program has been carried out without a planned reduction in enrollment, and the first two thirds of the savings were accomplished without leaving any great impression of hurt upon the College, its staff, and its students. It is more or less natural that the last third of such a program, when found by the Board to be necessary, would create the greatest sense of injury.

Yet there is little reason for us to lower our pride in Girard College. There is no diminution in the effectiveness of much of our work. We have eliminated the third curriculum, but we still have two curricula leading to a high school diploma, in contrast with the single curriculum which most alumni knew when they were at Girard. The faculty is reduced in size, but the quality of the staff and the quality of their instruction are both high. Annual promotions have been substituted for semiannual promotions, but semiannual promotions are used in only two or three public school systems of Pennsylvania and in probably no private schools of the state. The food services of the Junior School Building and the House Group have been merged, but probably at no time in the history of Girard College have the menu and the quality of the food served been better. Clothing in the future will be less expensive, but more to the liking of the boys because of its informality. Our salaries and wages are not in the forefront, as they once were, but the members of our staff are now covered by an unusually well constructed retirement plan such as our people have never enjoyed before. Services in several areas have been reduced, but the Alumni Fund for Girard College has sponsored many things that have brought back

some of the fun that our boys would otherwise have missed. For a few years, for example, our seniors have missed the spring trip to Washington. That will be restored this spring, thanks to the contributors to the Alumni Annual Giving program.

I ought not to let this opportunity pass, however, to pay my respects to the amount of time and careful thought that the Board and its Committees have devoted to the study which has resulted in the last third of the economy program. It is the third that would obviously be the most difficult part to accomplish; it would also require the greatest consideration in order to have it bring the least harm.

Your Board reaffirmed its previous position "that there be no change in the enrollment policy, with respect to the admission of students and that the present enrollment of 1300 boys continue to be maintained." It was also decided, following careful studies of the estimated income, the Girard College program and economies affecting it, and such matters as Social Security and an improved retirement plan for the staff, "that the 1953 Girard College budget be established at \$2,000,000 with the understanding that there shall be no decrease in the present enrollment of 1300 students."

### **LARGER AND FEWER INSTRUCTION GROUPS**

In the spring of 1952 it was decided that, beginning in September, "wherever feasible, and without depriving boys of any specific prerequisite for future training", instructional groups in the standard branches of instruction should be increased in size to thirty or more. At the same time, your Board noted that this would involve the elimination of the third curriculum designed for boys of low ability and that when such boys were scheduled in the second curriculum of the class, the "change, in spite of the best efforts of both faculty and boys, may result in the separation of some boys," who, while able to keep up with the third curriculum, may be unable to cope with the work of the second curriculum. The Board also decided that, beginning in the autumn, classes of fewer than fifteen should not be rostered, except with the specific approval of the Committee on Instruction.

The Board's decision to increase the size of classes necessitated the introduction last September of annual promotions, which are more usual in schools than our traditional semiannual promotions. Annual promotions make possible a better consolidation of class sections, the accommodation of a larger number of boys in the same number of sections, the elimination of the costly third curriculum and also of splinter-sized groups, and as reasonable an opportunity as possible for the boy "of lower ability" despite larger sections and a reduced staff. The natural disadvantages for Girard of annual promotions become less significant under the compelling necessity of economy. The present January 1953 class will be the last to be graduated in January. For the best qualified members of some other "off-year" classes special summer work in 1952 and 1953 will permit the substitution of a half-year of acceleration for a half-year of retardation.

It was evident in the fall that we were unavoidably forcing some third curriculum boys into a type of work which they were unable to master. Some of these boys should not have been admitted to the senior high school grades (10th, 11th, and 12th), where the difficulties of the double curriculum and departmentalized instruction weigh most heavily upon the least qualified students. Your Board recognized a kind of moral obligation to these least able boys who had already been admitted to upper grades and who, through no fault of their own, were likely to be sacrificed as individuals and forced to accept failure and frustration because they had been placed in a curriculum for which we were previously certain they were not qualified.

In the classes to be graduated in June, 1953, 1954, and 1955 respectively, our least able boys, who were formerly in the third curriculum, will be grouped in a division in one of the sections of each class, will be permitted to complete a modified curriculum approved by the faculty in Secondary Education in order to qualify for their diplomas, and will be given special work in English and in social studies commensurate with their lower abilities. In the future, it is proposed that we give in the second half of the 9th grade, which is the last of the junior high school grades, a series of tests. Selection of boys for the 10th grade will be made by

means of a screening procedure in which the cumulative record of standardized tests and other academic factors, such as school marks, will be considered. Prior to the transition to the more difficult work of the 10th grade, the first of the senior high school grades, many boys who would have entered the sections of the third curriculum will be eliminated.

The differentiation of curricula that we developed in the past decade or more had the effect of extending equal educational opportunity to all of our boys. It resulted in a smaller mortality record than ever before—that is, a higher percentage of the boys who entered Girard College were able to receive its diploma than in the past. Such educational equality of opportunity is not obtained without cost, and economies were effected this year which necessarily reduced the equality of opportunity. To be sure, the double nature of our curriculum in the upper grades and the shortening of our course from twelve to eleven years reduce possibility of graduation among boys of very low ability. The offering of a third curriculum, however, necessitated the spending of more money upon the least able boys, a situation reminiscent of the complaints voiced against American education by both European and American critics that it supports a "cult of mediocrity" by doing its best for persons of mediocre minds and neglecting those of superior ability. A decade and a half ago, to be sure, we had only one curriculum, and this was essentially a college preparatory curriculum. If a boy was unsuccessful in it, he had to enter the Intermediate High School curriculum, which culminated in a certificate, rather than in a high school diploma. In other words, he had at that time less educational opportunity here than he might have had in an outside high school. Today we are better off to the extent that we now have two courses, a college preparatory curriculum and a general curriculum.

#### **FOOD SERVICE CHANGES**

In connection with our food service problem, we are indebted to a famous restaurant organization for stimulating our studies of consolidation and co-ordination. One suggested change would have involved the moving of almost 400 boys to dining rooms in the Dining and Service Building, the setting up

of two "shifts" or "tables" in that building at different times, and disrupting the schedules of the entire school and service organizations of the College. Much greater savings have been attained without disruption of schedule and with much less inconvenience by eliminating the House Group food facilities and combining them with the Junior School Building facilities. Doing so, however, involved the introduction of more tables within the present dining-room areas. The change yields a net annual saving of \$37,000 or more and the dropping of approximately twenty employees. Other savings in the food service area, without entailing reduction in food standards, will bring the total saving to approximately \$40,000 per annum.

Your Board's decision to merge the food and dining room operations in the House Group within those of the Junior School Building involves only a slight realignment of present facilities, but an elimination of employees sufficient to produce the maximum economy in dollars. The discontinuance of positions was carried out in many instances by absorbing the employees affected in existing vacancies.

### **CLOTHING STYLES**

A study last winter of all items of clothing furnished to our students led your Board to make some changes. The major objective was to economize and, at the same time, conform as closely as possible to prevailing styles and trends of students' clothing outside. It resulted in the adoption of sport-type clothing of stock-sized coats and separate slacks, now regarded as representative student wear. These will replace our present conservative type of individually fitted matching sack suits as rapidly as present stocks of cloth and clothing can be economically utilized. When in general use, it is estimated that the adoption of this sport type clothing will result in a saving of \$10,000 each year. Provision is also being made for a suitable type of every day jacket which boys will wear in conjunction with corduroy trousers. Other minor changes in shirts, neckties, and headwear are planned. All of the aforementioned changes in clothing will result in total annual savings of \$18,000. These savings are already being effected, but

the results may not be seen as part of the campus life until 1953.

**OTHER CHANGES** In May the Executive Committee concluded that, "in view of the change-over to the Resident Master system and chiefly because of the emphasis placed upon the responsibility of the housemasters as well as the teachers for the educational phase of the student's life at Girard," housemasters should be placed under the jurisdiction of the Committee on Instruction of your Board as soon as practicable. This was done when the budget for 1953 was formulated, and, at the same time, the governesses and the physical education group, consisting of teachers and supervisors of organized physical activity, were also transferred.

Arrangements were made for some instructional groups of fewer than fifteen last fall. Most of the special arrangements were in the vocational shops. Some schedules for commuting teachers and those of department heads in the upper school have been slightly increased. Mr. Karl R. Friedmann and Dr. James D. White have been named heads of the departments of Mathematics and Business Education respectively. I am glad that we can count on the full strength of these two gentlemen in their important areas of service. Plans have been made for the future appointment of a small number of resident masters in the lower school, but this small group will not replace regularly appointed women teachers. The acceleration of the integration of school and household programs has been encouraged, and provision has been made for the continued development of the resident master system in the upper school as rapidly as circumstances will permit. There has been a gradual reduction in the size of the teaching staff in both academic subjects and such non-academic subjects as music, art, physical education, and vocational education. In some instances positions vacated by retirement or death have not been filled. In other instances commuting teachers no longer with us have been replaced by resident masters, and in a few, fortunately a very few, instances persons have been dropped from the staff.

Since the greatest strength of the College is still in its excellent staff, retirements and turnover offer a genuine challenge. As

more and more young and inexperienced persons are added to the staffs, the importance of in-service training and supervision becomes greater for all types of new employees. The group serving in administrative and supervisory capacities is smaller than it was a few years ago, so that some of this larger task of in-service training and supervision will fall, through committees and in other ways, to the lot of those of richer experience.

We saved a significant sum of money by closing the Camp last year. Your Board has approved the sale of the Camp, and the completion of this sale will add an amount to our capital funds that will yield a small increase to our income. If our income justified it I could marshal many arguments for operating the Camp, but I know of no other school that operates a camp except for profit. It is clear then that the education and maintenance of our boys on the campus itself must be our primary task. In the past the summer has been a "soft spot" where we have received less per dollar spent than during the rest of the year. Beginning with the summer of 1951, we have held our summer student population to a minimum by dropping compulsory tutoring, by encouraging a full vacation or as much of a full vacation as possible at home.

There is reason to believe that one of the significant gains of the last decade or two has not been lost. To the writer, as well as to two Girard alumni who were members of the committee, the most significant paragraph in the report of the evaluating committee which visited Girard College in 1952 under the auspices of the Middle States Association of Colleges and Secondary Schools referred to our efforts to humanize Girard College. It should be gratifying to us in terms of our aspirations to provide a rounded education, of which social instruction, the social activities program, and the Student Center are only three examples. It reads: "The committee recalled the comments contained in the report of ten years ago which pertained to the effects of institutionalization upon the personalities of the boys. Their experience with the present generation of boys leads them to believe that substantial progress has been made in dealing with this problem. The present



generation of boys were universally responsive—in class, in their casual contacts with the committee on the grounds and in the buildings, and in the private conference which was arranged in the evening of the first day of the visit. In this latter conference, the boys' demeanor was particularly impressive; they dealt responsively and considerately with the committee and with the subject under discussion. Younger boys participated freely and apparently without any of the inhibitions which often are exerted on the junior members of a group by the presence of older and more senior members. The boys were able to disagree among themselves in a mild and constructive way. No evidences of hostility toward the household staff, academic staff, or administration appeared in the boys' discussion. . . . The committee also noted the helpful, considerate service of the waiters in the dining-room and the friendliness of the boys at the table. The overall impression created by all the eagerness, responsiveness, and friendliness was highly favorable, and the committee believes that it should be noted with satisfaction by everyone concerned with it."

One of our oldest and most beloved staff members read the foregoing paragraph with deep satisfaction and remarked: "I believe that that has been one of the greatest accomplishments in the whole history of Girard College. The deeply ingrained hatred among some older alumni of former employees here is still frightening."

#### **SIZE OF THE STAFF**

Comparison of the number of full-time positions regularly filled in 1946 and at this time might be interesting. During this period, in which the enrollment has remained relatively constant, the total number of employees has been reduced from 570 to 445. The non-resident employees have dropped from 327 to 260, a 20.5% reduction, and the resident employees from 243 to 185, a 23.9% reduction. The faculty group, including (a) those engaged in household assignments without teaching, (b) those who carry various combinations of household and teaching assignments, and (c) those who are engaged in teaching without household assignments, has been decreased from 156 to 121, or 22.4%.

The following table breaks down these totals:

### GIRARD COLLEGE STAFF

*Full-time Resident and Non-resident Employees October 1, 1952*

(In parentheses are the corresponding figures for January 1, 1946, when the student body was of approximately the same size.)

	<i>Resident</i>		<i>Non- resident</i>		<i>Total</i>	
<i>Salary Roll</i>						
Executive (all departments)	5	(3)	3	(7)	9	(10)
Library			3	(4)	3	(4)
Admissions and Student Relations (professional including psychological service)			4	(6)	4	(6)
Health Service (professional including dental service)	7	(7)	3	(5)	10	(12)
Faculty (156 in 1946; 121 in 1952)						
Household without teaching	33	(45)			33	(45)
Household and teaching	19	(15)			19	(15)
Teaching without household			69	(96)	69	(96)
Service departments	12	(14)	4	(3)	16	(17)
Miscellaneous (camp 1946, Armorer 1952)			1	(1)	1	(1)
Clerical employees			18	(28)	18	(28)
Total salary roll employees	77	(84)	105	(150)	182	(234)
<i>Wage roll</i>						
Total wage roll employees in service departments	108	(159)	155	(177)	263	(336)
Totals	185	(243)	260	(327)	445	(570)

### THE FACULTY

Present economic pressures have impaired the morale of educational workers at Girard and elsewhere. Cost-of-living figures for the last ten years indicate that teachers are less well off by a large measure than they were a few years ago. Despite increases, the real income—that is, income in terms of purchasing power—has materially declined. American teachers have never been adequately paid,

but at the present time most wage earners are relatively much better off.

Resignations, retirements, deaths, and the discontinuance of some positions brought considerable change of personnel and expanded the number of resident masters in the upper residence halls. In addition, several housemasters have been appointed resident masters. The original plan of having at least twenty housemasters in the upper residence halls engaged in instructional activities is at least three-fourths realized.

In time, the traditional distinction between school and household staffs will automatically disappear, and the faculty will consist of resident and non-resident teachers. At some future date, there will be no such thing as a housemaster who does not teach, but there will necessarily still be persons who are valued non-resident instructors.

\* Fortunately, the plan to introduce resident masters embodies a more economical method of organization than the one long in force. The financial burden of our traditional dual arrangement could not have endured long. We have avoided the unsatisfactory outcomes which might have resulted from a hasty change, by gradually reducing the number of staff members and making the work of those in service more effective. It goes without saying that the program will not meet with universal satisfaction.

Selection of staff personnel becomes one of the most important and most difficult tasks of an educational administration, especially in a period when curtailment of funds and shortage of candidates make it impossible to bid for those seeking higher salaries than we can pay. A good staff is, naturally, more important than impressive buildings and outstanding equipment. Those selected to replace persons retiring or leaving us must have some genuine liking for boys. They must know something about the principles of modern child psychology. They must be persons of good health, emotional stability, and general maturity, whatever their age may be. They must possess flexibility, a sense of humor, and the ability to get along with other people. They must have some special knowledge or skill to contribute to the total program. With these thoughts in mind, the persons must be engaged for

their potentialities, for they do not come to us fully trained. It is at this point that in-service training becomes important. Staff training and supervision are the tasks of the department heads, senior housemasters, and the administration. These are the people who develop teamwork within the departments and between groups; it is through their guidance that each person develops and contributes his best abilities for the benefit of the institution and for his own satisfaction. The years ahead will doubtless constitute an era of high turnover in personnel, especially within our resident staff; the administration is convinced that, in addition to careful original selection, there must be effective in-service training and supervision, a task which demands unceasing energy and patience.

During the past two winters the College was distressed by the sudden passing of Miss Helen C. Boyd, Governess in the Elementary Schools, Mr. William L. Campbell, Senior Housemaster of Fariner Hall, Mr. George A. Hansen, Assistant Instructor in the Machine Shop, and Miss Caroline Ruth North, Supervisor of Art Education. These members of the faculty had been connected with Girard for twenty-three years, twenty-seven years, thirty-six years, and thirty-one years respectively and had served the College faithfully and efficiently. We miss all of them. Their courage and perseverance in the face of suffering have been an inspiration to their colleagues.

Under the School Health Act of the Commonwealth we are responsible for the complete medical examination of all our present employees. The original School Health Act of June 1, 1945, was presumably repealed and is incorporated as Article XIV in the Public School Code of 1949. Compliance is required of all public or private schools within the Commonwealth" and, in the opinion of the Solicitor, Girard College is a "private" school under Article XIV of the Code. If a member of the staff desires to be examined by his private physician, two forms are given him, one of which he is to return to the College. Anonymity is preserved by the use of a file number device of the type used in the public schools.

## **RETIRED STAFF MEMBERS**

It is with sincere regret that we report the deaths of several retired staff members who are affectionately remembered by many Girardians: Mr. George O. Frey, '98, who had retired as Director of Instrumental Music at Girard in 1948, Mr. William C. Eldridge, Retired Instructor in Printing, Miss Edith M. Bregy, Retired Teacher of Art, Mr. Daniel Fink, '86, Retired Instructor in Carpentry, and Mr. John P. Dunlevy, Retired Instructor of Swimming.

Fortunately, at least some of our retired group are in good health. For example, Dr. D. Montfort Melchior, the guest of honor, was in excellent form when the community of Lansdowne at its Twentieth Century Club gave him a dinner on his seventieth birthday. A number of the staff and alumni of the College were present. Dr. Raymond I. Haskell, Head of the English Department, and Mr. Emil Zarella, Associate Director of Secondary Education, were two of the speakers on what proved to be an unusually interesting program.

Until recently it had been customary for the Office of Admissions and Student Relations to visit almost all the retired staff members once each year. These visits were made in the autumn, and in the spring of the same year letters were exchanged with retired members of the staff. The reduction in the size of the Office of Admissions and Student Relations will no longer permit this exchange of correspondence and the visits. At the time of the last report in 1951 seventy-three of the ninety-five retired persons who were visited were in poor health. The twenty-two persons who could be thought of as enjoying good health were mostly those who had retired within the last few years.

## **THE STUDENTS**

Some comment on morale, especially on that of the boys, might be in order. In general, it is good, but the economy measures announced in the spring caused some repercussions. During the fall and early winter a few of the third-curriculum boys who found themselves raised to a more difficult curriculum, and a few other boys who were dissatisfied with being set back a half year gave evidence of their dissatisfaction.

The boys for the most part have had a good year. Remedial classes in the late afternoons continue to benefit those who need extra time and extra help on assignments. The Student Center, discussed in another section of this report, has improved. Previous reports show that Girard boys do a great variety of work around their residence halls, in the dining rooms, and elsewhere. The position of Supervisor of the Student Work Program, in charge of the dining room and other food service duties of the boys, has been discontinued, and this phase of the student work now operates under the direction of a number of the faculty with the co-operation of the older boys and others. In no boarding school is the routine work program carried on enthusiastically, but there is reason to believe that there are few such programs conducted with as little unhappiness as our own or with better results.

The present administration believes that the greatest weakness in our school is the lack of frequent social contact between adults and students. Even the current resident staff is unable to get truly close to the boys. It has too many to handle in physical surroundings that complicate the problem. There is, of course, one very serious obstacle. We do not possess, nor can we easily create, suitable living quarters for a complete resident staff. It is a pitiful contradiction that we house large numbers of service employees, but only a minority of our staff members who are directly responsible for the training and welfare of the boys. We shall, of course, need to employ some professional staff members who are non-resident for a long time. This problem is not one unique to Girard College. Investigation has disclosed that it plagues many boarding schools.

The present administration accepts the position that a boarding school education is perhaps the best kind for the normal boy. Many of the world's greatest secondary schools have been, and are, of this type. They are limited in size and number because, while excellent, they are at the same time expensive. Sir Richard Livingstone stated in his recent book, *Some Tasks for Education*, that some means of giving many more British youths the experience of living together night and day could well be the attempt of

their schools equivalent to our public schools, and this is now being tried. He believes that the adjusting of one's life to that of a group creates a democratic spirit. Most important as a factor in shaping character, he feels, is the contact, day in and day out, with able and interested teachers who share the total cycle of a student's existence. Whether we think of it as such or not, Girard College is a boarding school. Why should we not make capital of the advantages that such a school offers while we are economizing?

Several months ago one of our seniors asked me what my definition of education is. It developed that he was collecting ten definitions of education from people for whose opinions he had some respect. I was a bit puzzled since I had never attempted to formulate a definition of education. In doing it hurriedly, I may have drawn inadvertently upon the definitions that I had read and passed over lightly, but I came up with a definition that seems to give me a measure of satisfaction: "Education is the complete guided development of the individual." This definition certainly implies that education is not a matter of classroom activity alone; education is carried on in many other situations, including the home and the play areas. In connection with the whole problem of what a sound, modern education may be, I would recommend a book which has recently come from the press entitled *Why the Private School?* by my friend, Dr. Allan V. Heely, the distinguished Headmaster of the Lawrenceville School.

In every phase of the work of a school, one can see in it as a microcosm what goes on elsewhere in the world. There is, for example, the pathetic little hurt of the morning that a boy forgets in the afternoon. On the other hand, there are really big failures and triumphs. A boy may have to leave Girard College in accordance with the established rule that he may not repeat a class that he has failed for the second time. The same day one may hear that another has won a four-year scholarship to a great university in a state-wide speaking contest sponsored by the state Junior Chamber of Commerce. That evening one may see the broad smiles worn by those receiving merit badges at a full inspection and investiture of the four troops of Boy Scouts from Lafayette

Hall in the presence of a member of your Board who is President of the Philadelphia Council of the Boy Scouts of America.

Colonel Francis Parker used to say that the education of a child was a matter of "presenting the right conditions for growth." This has special application in a boarding school like ours, which is not primarily a five-day-a-week series of classroom experiences, but an around-the-clock, seven-day-a-week matter of co-operative living and learning. Ours is an educational scheme that includes even the extensive and expensive provision of clothing, with which boarding schools generally have little concern.

The phrase "child-centered" as applied to education has been overworked as most American phrases and slogans are, but Colonel Parker's words "presenting the right conditions for growth" do make the child the center of the whole procedure rather than the object of a regimented arrangement set up for the convenience of teachers, administration, and boards of control. If the teachers are martinets and not professionally gifted, they will be pleased with regimentation because it simplifies their obligation to control, and, if the board members and administrators are not intelligent, they will be gratified because regimentation reduces expenditures for services, even though it be at the expense of what an ancient Roman satirist, Juvenal, calls with great sincerity "respect for the boy."

## **ELEMENTARY EDUCATION**

In general, the elementary program is proceeding smoothly. Few disciplinary problems arise, and the learning process is functioning well. Standardized tests administered later in the school year should bear this out. The transition from semiannual to annual promotions has caused a need for change in curriculum and materials, much of which is being met through the efforts of the library staff. This is particularly commendable inasmuch as the library staff has been reduced.

The life of the younger boy out of school has been enriched through dramatics, music, and entertainments; 85 boys, for instance, participated in the Christmas entertainment. Mr. Paine, with the assistance of Miss Stacks and other governesses, has done excellent work in this area. The boys enter into these activities



with great enthusiasm. Important in the work of the elementary schools are the Junior Housemasters. These young men generally give good service; were they suddenly removed, we should be severely handicapped.

## **SECONDARY EDUCATION**

It may be obvious from what has already been said that the purely instructional aspects of secondary education were more affected by the economy measures adopted during the year than those of elementary education. As our upper school teaching staff diminishes in size, a greater flexibility in the scheduling of classes and teachers becomes necessary. There will also be less freedom for the boys in the choice of vocational curricula and reduced opportunities for the less able boys.

The administrative operation of the secondary school has proceeded smoothly in the second half of 1952, though the times have been difficult. Physical changes in the upper residence halls were of great benefit. The new fluorescent lights in house study rooms are vastly superior to the old globe lights. Light is evenly distributed throughout a room, so that there are no shadows, and the boys find it much easier on the eyes for night reading and studying. The same is true in the High School Building, where fluorescent lights were installed in rooms used for evening study. During the summer the first floor living rooms and the second and third floor dormitories in the upper residence halls were repainted. The colors are in good taste and cheerful without being too vivid.

The upper halls are referred to in my "Mid-Century Examination of Girard College" as constituting, with the exception of Allen Hall, "the weakest feature of the facilities of Girard College." On November 16, 1945, the Board had set aside \$3,500,000 for replacements, improvements, and modernization of these units. Little of this sum was expended, however, since it was not wise for a variety of reasons to attempt costly changes. We shall continue to make such improvements in the upper halls as circumstances will permit. This year minor changes improved Banker Hall; similar changes will be made in Bordeaux Hall in 1953. Through the generosity of the Girard Alumni, the tele-

vision sets in the five upper halls and Lafayette Hall were replaced with larger screen sets.

A fire in Banker Hall in early autumn, occasioned by the too-zealous and misdirected curiosity of five boys, necessitated a new roofing job, a walling-up of doors and air vents, replastering and repainting and a thorough reconditioning, calculated to prevent a recurrence of what might easily have been a tragic episode. Involving an insurance-covered damage of approximately \$10,000, this was the largest fire in the history of the College.

In both our elementary and secondary work, our problems are ahead of us rather than behind us. Staff selection is becoming increasingly difficult, and well-trained candidates for positions become relatively fewer. There is always the danger of letting classes become too large for good teaching. Among our other problems are those of freeing resident masters for enough remedial-work time since their out-of-school duties must be covered, of further reducing the number of instrumental music students, since the discontinuance of a position in the Music Department, and of providing recreational activities for physically restricted boys. We are also working hard to overcome the handicap on the school progress of boys occasioned by the large amount of time consumed by the Student Work Program and to accomplish the task of making boys more responsible, financially and otherwise, for their clothing and other College material.

### **VOCATIONAL EDUCATION**

The reduction in staff and in the variety of curriculum affected all departments of the upper school, but it might be well to summarize at this point the changes brought to vocational training by the economy program.

The Department of Business Education was reduced from four to three teachers beginning in September. Through annual promotion it was possible to leave unchanged the courses in business education during the junior and senior years, and these occupy fifteen afternoon periods as heretofore. The pre-vocational work for tenth grade boys in business education, consisting of five periods a week in junior business training and three in type-

writing, has its place in the scheme of things paralleling the pre-vocational shop work.

The services of the instructor in machine shop practice and the assistant instructor in printing were discontinued on August 31. At this time the Department of Mechanical Instruction has the following eight shops: Automotive, Carpentry, Electrical, Machine, Pattern Making, Printing, Sheet Metal, and Trade Drafting. The staff consists of nine men: the department head and one instructor in each of the eight shops. The teaching of blue print reading has been restored and is being taught by the Machine Shop and Electrical Shop instructors. The instructor in sheet metal work was transferred to the machine shop, and the print shop was continued under one instructor. The small building adjoining the main building of the Department of Mechanical Instruction houses both the sheet metal shop and the foundry. Depending upon the needs of the boys it lends itself ideally to the operation of either, under the direction of the former instructor in foundry. The foundry will not be operated in the year 1952-53.

The vocational trade shops for juniors and senior students are open five days a week during the three afternoon periods, a total of fifteen periods a week. Pre-vocational courses, sometimes called exploratory or "try-out" courses, are held during the mornings with eighth-grade students receiving instruction in carpentry, pattern making, and sheet metal work, ninth-grade students receiving instruction in auto mechanics, printing, and mechanical drawing, and tenth-grade students receiving instruction in machine shop practice, the electrical shop, blue-print reading, and in other vocational offerings. In the eighth and ninth grades boys spend two double periods each week for twelve weeks in each of the three shops. In the tenth grade, boys spend two double periods each week for nine weeks in each of two shops, and during the same eighteen weeks they divide two additional double periods between blue-print reading and the study of vocational opportunities, the last mentioned being taught by the department head. During the remaining eighteen weeks of the tenth grade, boys attend eight periods each week in business-education exploratory courses, five

periods of which are in junior business training and three in type-writing.

In the tenth grade, two sections of approximately thirty boys each attend shop courses the first half of the year, while the other two sections pursue business education; in the second half of the year the sections reverse their activities. In the pre-vocational shop courses for eighth and ninth-grade boys, each section of approximately thirty boys is divided into three groups of ten boys each. Although this increases the number of morning periods a week in each teacher's roster, it is deemed advisable in order to make more intensive work possible. It also reduces the group size from fifteen to ten boys, and this is an improvement, especially for beginners, both in the instruction and in the important item of safety control.

The foregoing plans have been worked out with an eye to economy and the most effective use of the abilities of the remaining teachers in the two vocational-education areas. The year 1952-53 will be more or less of a transition year. Even though there will be less vocational choice in the future, vocational shop classes will always be expensive for the reasons stated in my report for 1951. It will not be possible, for sound educational and for safety reasons, to expand their size to the requirements of the rest of the Board's economy program.

It is a pleasure to record the gift to the Department of Mechanical Instruction by Messrs. K. William Ostrom, H. A. Young, and W. L. Gibson, all of '31, of a spot welder unit.

**ATHLETICS AND RECREATION** The intramural sports program still ranks well both in management and size. Enthusiasm mounted to a point this year where it was found necessary to forbid boys with varsity ability to participate in hall sports. Intramurally almost any boy interested in competitive sports can take part. Here, as in interscholastic sports, the leadership and assistance of our resident masters has been an important means of maintaining a high standard in spite of the large reduction in the former physical education staff.

There are varsity teams in most sports, but no over-emphasis.

The schedules in basketball, baseball, track, swimming, gymnastics, fencing, wrestling, and soccer included fourteen private schools, twenty-seven city and suburban public and diocesan schools, and the college freshman and junior varsity teams of eight colleges. Our teams have acquitted themselves very acceptably. For the first time in Girard history, a wrestling team competed in interscholastic competition.

During the past year the interest in Scouting has increased the number of both boys and troops. We now have 160 boys enrolled in five full troops. These have been developed through the able assistance of fifteen young men interested in Scouting who are members of Drexel Institute and Temple University fraternities, one of our alumni, Mr. Frank L. Manton '11, and Mr. Edgar T. Stephens of our regular staff. These men contribute their services and actively and faithfully conduct weekly meetings and overnight and day hikes under the effective supervision of Mr. Alford G. Otto.

The Girard College boy has more opportunities than most other youngsters to participate in a wide variety of recreational activities. This month thirty boys joined the Rifle Club, open to Juniors and Seniors, under the sponsorship of Mr. Howard Conklin, Instructor in Carpentry. The shooting gallery in the basement of the Armory was prepared by the boys of this Club. They meet each Wednesday afternoon after classes have ended.

### **THE STUDENT WORK PROGRAM**

As the Senior Housemaster of Merchant Hall says, "The student work program offers a fine opportunity for boys to learn to share in the operation and maintenance of the College. It is hoped that by sharing responsibilities the boys will become more appreciative of the tremendous work and expense involved in running a boarding school like Girard."

The boys' work program, however, has been extended to a point where the positive interference with classes has become a matter of serious concern. If the program is to be accommodated, as to some extent it must be, schedule changes may have to be made to preclude interference with too great a portion of the over-

all program, more especially the educational program. This whole problem will be reviewed carefully in the forthcoming year.

### **THE SOCIAL PROGRAM**

There has been little or no change in the schedule of social events planned and carried out this past year. The usual eighth and ninth grade parties, the sophomore and senior class square dances, the two junior class "coke parties," the two Swing Band dances, the four senior class "Open Houses" and the party following the annual Dramatic Club's Christmas presentation, together with the usual and regularly scheduled evening class dances ( junior, senior, cadet, and graduation ), have all been held this year. As in the past, the program continues to be set up so as to give the young men of Girard as well rounded a social experience as possible.

### **THE STUDENT CENTER**

The store of the Student Center under Mr. MacGregor's direction continues to prosper financially and to provide training in management and good citizenship. The 1927 classes appropriated almost \$1,300 to furnish a lounge in the Center. Most of the furnishings have been procured. Incidental items will be added in 1953 from a balance of funds still on hand. The boys were much impressed by the generosity of the alumni of 1927 who thus celebrated the twenty-fifth anniversary of their graduation.

### **LIBRARY SERVICE**

The reduction in the Library staff has affected chiefly the high school division of the Library. The hours of service have also been shortened to include only two evenings a week and five days, Monday through Friday. Since September, when this curtailed program became effective, the attendance of high school students in the Library has dropped from a monthly average of 2,686 students in 1951 to an average of 1,930 students in 1952, or an average monthly loss in attendance of 756 students.

The discontinuance of a librarian's position has necessitated a general realignment of the work. The expected losses of circulation, as well as of attendance, have resulted. The Alumni Memorial Room seems to have its musical opportunities put to increasingly larger use. The card index to the Girard Papers is in

a more efficient location in the Library itself. But the effect of the economy program presents real problems in the chief activities of the Library. The next year will be a challenging one, taxing the ingenuity and the imagination of our staff to keep the Library and its enduring values a feature in the daily lives of our boys.

### **THE STEPHEN GIRARD PAPERS**

As stated in my report for 1951, a fire-proof, air-conditioned vault has been constructed in the basement of Founder's Hall, and the safes containing the Girard Papers have been moved into it. This year air-conditioning equipment and steel shelves have been installed. To prevent condensation of moisture in the surrounding air, it was also necessary to insulate the air-supply duct to the vault.

The papers continue to be of interest to scholars. During the year they have been consulted by such different researchers as the historian who was writing on money, banking, and politics in the early part of the last century, the medical professor who was studying Girard's relation to medicine, and the museum authority who wished to see papers concerned with eighteenth century furniture makers. Their continued use suggests again the importance of having the Girard Papers microfilmed in the future.

### **THE SUMMER SCHOOL**

Summer operations were somewhat the same as those of 1951, except that in connection with the change from semi-annual to annual promotions, three tutors were added in order to advance, rather than retard, by a half-year a number of the boys who would profit by this work. During most of the summer there were between 142 and 197 boys in residence at the College. The approximate average number of boys at the College during the summer was 168, as contrasted with 179 in the summer of 1951. Appendix C contains the names of the Summer School staff. It is a competent group, and it made a genuine contribution to a part of our student body.

At the beginning of the summer session the majority of the boys of Girard have an opportunity to return home and to establish new contacts. For the boys who remain, a new staff with

different backgrounds, but with similar educational objectives as the regular staff, assumes charge for two months. The result of his change of personnel is difficult to measure objectively. However, it is our feeling that the effect from a mental-hygiene point of view is healthy and desirable.

Financial problems have necessitated considerable curtailment in the Summer School program. Despite this fact, and as a result of the loyalty and co-operative effort of the Summer school staff and the regular staff, the 1952 summer session was stimulating, happy, and profitable experience for the boys who participated in it.

### **THE HEALTH SERVICE**

The health record for the year was excellent. There were no deaths at the College and no excessive illness. We were also spared any cases requiring care in other institutions over a long period of time; only a few boys required attention in general hospitals. There were the usual instances of chicken pox (38), measles (32), mumps (21), and rheumatic infection (12), not to mention upper respiratory infections. Five appendectomies, eight fractures, and sixty-nine other surgical procedures also contributed to the average of five hospital days per patient and to the average of twenty-one as the number on the daily infirmary census.

### **ADMISSIONS AND STUDENT RELATIONS**

One hundred and sixty-four boys were indentured during the year, which ended with only six unexamined boys on the application list. Recruitment of applicants has been directed mainly toward the reactivation and permanent organization of the Alumnus Representative Program, which is essentially an effort to inform a surprisingly uninformed public about Girard College and the opportunities for boys for whom Stephen Girard established it. In September the Board of Governors of the Girard College Alumni appointed Mr. Paul S. Miller, '29, chairman of a new committee on Alumnus Representatives. There are now nearly a hundred alumni who have agreed to co-operate in this program. The periodic distribution of an Alumnus Representative Newsletter was begun.



In the future, because of the discontinuance of semi-annual promotions, most admissions will occur in September and no admission days will be designated in February. Many boys will be admitted throughout the school year as soon as they become eligible. The question of what Girard College admission standards should be is under constant review by the appropriate committee of your Board. It is thought by many to be a disservice to a boy to admit him to a course beyond his ability to pursue. There are others, however, who suggest that as a child-caring institution performing a social service, Girard College may be of considerable service to low-ability boys and their families, even for a limited time, in carrying them over a difficult period. The latter point of view would imply a major change of admission philosophy since it has previously been felt that each boy admitted to Girard College was a potential graduate and that he was being tested for the physical and mental stamina that would promise his completion of the curricula offered. Under the changed philosophy, it would have to be recognized that we were accepting some boys who would almost certainly not be able to enter the high school, and who would find it advisable to leave Girard in or before the sixth grade. The admission of such boys would involve additional expense for educational, psychological, and medical care and the expectation of their leaving the College when they prove to be unequal to the work.

The table on the following page shows admissions and discharges during the years since 1946, in which the student population has been almost stable at approximately 1300, and the total number of boys cared for during a given year has been 1458 or more.

The number of boys admitted in 1952 was actually larger than either that of 1948 or 1951, yet there was a lower enrollment at the end of the year because of the larger number of boys whose indentures were cancelled.

Of the 1075 Pennsylvania boys on the rolls at the end of the year, 467 were from Philadelphia County. Other counties with considerable numbers were Allegheny 70, Berks 27, Blair 17, Bucks 21, Cambria 18, Chester 17, Dauphin 10, Delaware 84,

	1946	1947	1948	1949	1950	1951	1952
1. Enrollment January 1	1298	1299	1298	1306	1307	1305	1301
2. Admitted during year	179	187	160	178	167	154	164
3. Total of "1" and "2"	1477	1486	1458	1484	1474	1459	1465
4. Indentures cancelled	109	119	97	107	115	125	178
5. Expelled	3	1	0	0	1	1	2
6. Eighteen years of age	66	67	55	69	53	32	20
7. Died	0	1	0	1	0	0	1
8. Discharged during year (Total of "4," "5," "6," and "7")	178	188	152	177	169	158	201
9. Enrollment December 31 (Total in "3" less total in "8")	1299	1298	1306	1307	1305	1301	1264

Lackawanna 45, Lehigh 21, Luzerne 83, Montgomery 47, Northampton 17, Northumberland 11, and Schuylkill 25. Of the 189 boys from 15 states other than Pennsylvania and the District of Columbia, 102 came from New Jersey, 30 from New York, and 12 from Maryland.

Some progress has been made in the guidance and counseling program, though the loss of the services of two high school teacher-counselors in the retrenchment program has been felt. During the year 992 counseling interviews were held with the boys, their mothers, and the alumni. A real effort is being made to work closely with the mothers of boys who are receiving counseling. In connection with their choice of vocational training, tenth grade boys are given test interpretation and educational guidance in small groups.

## ALUMNI

In the area of alumni job placement we have had the co-operation of the Pennsylvania State Employment Service. Our greatest current problem is keeping the good will of potential employers, who give us more requests than we can fill.

Alumni continue to make creditable records in employment and at colleges and universities. Denis Damian Deegan, who had

completed his junior year in the High School after standing at the top of his classes for three straight years, was awarded a scholarship and admitted to Yale University this fall as a member of the Class of 1956. Several institutions joined in sponsoring this interesting program of pre-induction scholarships, of which only two hundred were awarded on a national basis. They exempt the highly selected recipients from taking the last year of secondary school work. The scholarships are supported by the Fund for the Advancement of Education within the Ford Foundation.

One hundred and fifty-one former Girardians now attending college have been granted scholarship aid totalling \$18,150 by your Board, which has also allowed sixty alumni to withdraw a total of \$18,454 from their trust accounts for their maintenance or education.

It is with considerable personal satisfaction and genuine gratitude on behalf of our boys that I record the allocation by their older brothers through the Alumni Fund for Girard College of the sum of \$18,045 for thirty projects in 1953 which could not be included in the College budget for the forthcoming year. These thirty items directly affect the boys in such areas as athletics, entertainments, social life, home life, music, business education, pleasure trips, remedial reading, remedial speech, and the restoration of trips to the circus, Valley Forge and Washington.

### VISITORS

The list of visitors to the College for any year is both formidable and thought-provoking. Royalty or government officials or men of high achievement in the arts or science or business may appear upon the list occasionally, but year after year we have a group of visitors who make genuine contributions to the life and work of the College. They include the Chapel speakers, among whom, in addition to those connected with the staff and administration of the College, are representatives of the bench (Hon. Mark E. Lefever), the bar (Messrs. Robert T. McCracken and Effingham B. Morris), the medical profession (Dr. Richard A. Kern), educational leadership (Mrs. Grier Bartol, Dr. James H. Duckrey, Dr. John F. Gummere, Dr. Charles E. Kistler, '33, Mr. J. Theodore

Peters, Dr. Harold M. Smith, and Dr. J. Duncan Spaeth), leadership in banking, insurance, and business (Messrs. William J. Beatty, '09, William Gauer, '22, William J. Leighton, Clifton P. Mayfield, George E. Nixdorf, '26, and Mark E. Richardson, '22), and labor union leadership (Mr. Jesse B. Manbeck, '10). Several retired executives of the College spoke on Sunday mornings, and the President of the College spoke three times, although he tries to confine his chapel talks to the Wednesday devotional services.

We were fortunate in having as our Commencement speakers Mr. H. W. Prentiss, Jr., a distinguished industrialist of Lancaster, and the Hon. John S. Fine, Governor of the Commonwealth, in January and June respectively. On Founder's Day, Saturday, May 17, the reviewing officer for the Battalion review and dress parade was Major General John M. Devine, USA, Chief, Armed Forces Information and Education Division, Department of Defense.

### **PHYSICAL PLANT AND BUSINESS OPERATIONS**

Despite restricted funds, improvements have been made in our physical plant. For the first time in the history of that sixty or seventy-year-old building, Lafayette Hall now has general toilet facilities for its boys; these were made available last spring. We have greatly improved the lighting of the three study rooms of Bordeaux, Mariner, and Merchant Halls and the study rooms of the High School Building. Our fire protection equipment throughout the College and our kitchen equipment in the Infirmary have been modernized. The new projector in the High School Auditorium and the acoustical treatment of the Auditorium, and of the dining rooms of the Dining and Service Building, have been valuable additions.

This year it was possible to accomplish a considerable amount of pointing, the neglect of which had had disastrous effects on some of our interior painted dormitory walls. The installation of new electronic clocks and program bells was started. The stairways leading to the second floor at the north end of Founder's Hall were levelled and covered with rubber treads. In the Founder's Hall basement vault, constructed in 1951, steel

shelves and air-conditioning equipment were installed in 1952. Some painting, still to be done, will make this installation complete and ready to receive the remainder of the Girard papers. At the close of the year some progress was made in centralizing more effectively custodial and housekeeping personnel and equipment as a College-wide mobile force. This was done by consolidating the custodial groups in the High School and Middle School, and discontinuing some positions. Improvements of this type and the clearing up of some deferred maintenance, all carefully and economically planned, have kept us from becoming 'down at the heel.'

The following table of per capita costs for Girard College post-war years may be of interest:

<i>Year</i>	<i>Census (average)</i>	<i>Per Capita Based on Total Ordinary Expenditures</i>	<i>Per Capita Based on Total Ordinary Expenditures Including Retiring Allowances and Group Insurance</i>
1946	1306	\$1,483.35	\$1,576.10
1947	1297	1,677.13	1,755.50
1948	1314	1,721.46	1,808.58
1949	1304	1,521.03	1,596.54
1950	1313	1,556.03	1,647.86
1951	1303	1,601.97	1,694.66
1952	1288	1,503.18	1,603.09

#### **EXPENDITURES IN 1952**

The total actual expenditures for the maintenance of Girard College, aside from extraordinary non-recurring expenditures, retiring allowances, and group insurance, amounted to \$1,936,097.33, a decrease of \$151,269.80 from the corresponding figure for 1951. The average number of students maintained was 1288, which represents a decrease of 15 below the figure for 1951. The per capita cost of 1952 was, therefore, \$1,503.18, a decrease of \$98.79 or approximately 6% below the 1951 figure. The addition of retiring allowances, totalling \$110,439.76, and the cost of group insurance, totalling \$18,247.83, to the ordinary expenses yields a total of \$2,064,784.92 for ordinary expenditures. Within this latter total the

per capita cost based on a census of 1288 is \$1,603.09, a decrease of \$91.57, or 5.4% below the 1951 figure.

This report should include an expression  
**THE LOOK AHEAD** of heartfelt thanks to the Board members and colleagues on the staff who carried the College through a very trying year of retrenchment.

The economy program of the past five years, and especially that of 1952, and the \$2,000,000 budget of 1953 necessarily nullify some of the advances which we made in the last decade or earlier. Quite frankly, I am disappointed that the forces of inflation were not turned back by America three or four years ago, before they rode rough-shod over us and left us with scars that will endure.

But, with our eyes on the future, I think that it is important to keep three things in mind. First, we must see the whole picture; we must not look merely at one segment of the program. We must ask ourselves if this institution or any other was perfect when we first saw it five, ten, twenty, or thirty years ago. Some of the weaknesses we observed then have been corrected. Perhaps there are elements of strength in the new program of last fall that mitigate somewhat the changes that are regrettable. Too often we pass judgment on a whole program by indignantly criticizing one feature of it. We single out for special attention some controversial aspect or angle, a matter which regretfully, but finally, was resolved by the necessity for economizing.

Secondly, in our minds is the very real effort that the Board has painstakingly made to fulfill the obligations imposed upon it by the Girard Will. Here is a group of unusually busy men who serve unselfishly and without compensation other than the satisfaction that comes from carrying out an important task. Without reservation, it can be said that the members of the Board are sympathetic with all efforts to maintain Girard College as a school of first rank. Their sympathy, as well as their patience, is indicated in considerable measure by the fact that they have permitted the College to weather out the last five years with a deficit at the end of each year, for there was always the hope that inflation

would not go so far as it has gone and that the levels of payrolls and prices would stabilize themselves. But finally it seemed necessary to the Board to establish a balanced budget, a budget within income figures that will permit safety of operations and, at the same time, more sound retirement arrangements for members of the staff. Moreover, the Board is sincerely convinced, after studying the whole picture of income and expenditure, that it should maintain an enrollment of 1300 students as long as it can do so and that, in order to attain a realistic financial stability and fulfill its obligations to the staff and to society at large, adjustments must be made.

Thirdly, may I suggest that since our revised program looks to so many of us like a great departure from what we have known in the past, it will be in the nature of a journey full of challenge and adventure. When one goes on a journey, he plans the baggage he should take with him, but it is equally important that he choose wisely the baggage he should leave behind. In his essay on "Solitude" Montaigne wrote: "When somebody once said to Socrates that a certain man had not in any way been improved by his travels, Socrates replied: 'I think that's right—because he took himself along with him.' . . . So, it is not enough to get away from people and to change to another place. We must get hold of ourselves and regain possession of ourselves. We carry our fetters along with us, and we still turn our eyes to what we have left behind us."

In the past, life at Girard has changed over the decades—and rarely to universal satisfaction. And so, as we see the new arrangements as a whole, we are reminded, in the words of Thomas Carlyle, that "today is not yesterday: we ourselves change; how can our Works and Thoughts, if they are always to be the fittest, continue always the same? Change, indeed, is painful; yet ever needful; and if Memory have its force and worth, so also has Hope."

Respectfully submitted,

MERLE M. ODGERS,

*President*





## CHANGES IN STAFF IN 1952

### RESIGNATIONS

Winifred H. Billard, B.S., A.M., Teacher, Elementary Schools	January 12
F. Lamar Clark, A.B., Resident Master in English	January 14
G. Vernice Vantries, Governess, Elementary Schools	January 31
Melvin Schwartz, A.B., M.A., Resident Master in Foreign Languages	January 31
Jerre E. Gratz, B.S., Teacher, Department of Business Education	March 23
Germaine A. Morerod, R.N., General Duty Nurse	July 31
Richard L. Keiter, B.S. in Ed., Resident Master in Mathematics	August 31
Adelchi J. Dottor, B.A., Housemaster, Secondary School	August 31
Charlotte A. Brown, B.E., Teacher, Elementary Schools	August 31
Margaret Yeatman, B.S., Teacher, Elementary Schools	August 31
Martha E. Shaw, B.S. in Ed., Teacher, Elementary Schools	August 31
John W. Murphy, B.A., Housemaster, Elementary Schools	August 31
Marian G. Bartman, Governess, Elementary Schools	August 31
Laura M. Hartz, B.S., Teacher, Elementary Schools	August 31
Olivia R. Way, B.S. in Ed., M.A. in Ed., Children's Librarian	August 31
Edward Fishman, A.B., M.A., Housemaster, Elementary Schools	August 31
Edith Satterthwaite, Governess, Elementary Schools	August 31
Leonard Kittner, B.S. in Ed., Substitute Teacher, Department of Business Education	September 1
Jerome T. Farrell, Junior Housemaster	September 1
Jean B. Wooster, A.B., Substitute Teacher, Elementary Schools	September 1
Caroline E. Haven, B.A., Governess, Elementary Schools	September 1
Juan Horrigan, B.A., Governess, Elementary Schools	September 1
Joseph H. Stanziani, B.A., Junior Housemaster	September 29
Janet H. Deininger, B.S., M.S., Teacher, Elementary Schools	October 31
Donald McCarty, Junior Housemaster	November 25
Earl E. Strausser, Housemaster, Elementary Schools	December 6
Peter F. Finley, B.S., Housemaster, Secondary School	December 31

### APPOINTMENTS

Grace H. Campbell, B.A., Governess, Elementary Schools	January 1
Arthur J. Letcher, Jr., Substitute Housemaster, Junior School	February 1
Paul A. Newhard, B.S., Housemaster, Secondary School	February 1
Richard L. Keiter, B.S. in Ed., Resident Master in Mathematics	February 1
Donald E. Herdeck, B.A., M.A., Resident Master in English	February 25
Douglas A. Fulton, A.B., Junior Housemaster, Elementary Schools	March 7

James B. Fisher, A.B., Housemaster, Banker Hall	September	1
Hugo Cullio, A.B., M.A., Housemaster, Elementary Schools	September	1
Alice B. Durst, B.A., Substitute Teacher, Elementary Schools	September	1
Joseph H. Stanziani, B.A., Junior Housemaster	September	1
Alan D. Boltz, A.B., Housemaster, Elementary Schools	September	1
Mary Boyer Murray, B.S. in Ed., Substitute Teacher, Elementary Schools	September	1
Gertrude L. Derwiler, Mus. B., Governess, Elementary Schools	September	1
Mary Elizabeth B. Sheehan, A.B., A.M., Governess, Elementary Schools	September	1
Gerald L. Finberg, B.E.L., Housemaster, Elementary Schools	September	1
Earl E. Strausser, Housemaster, Elementary Schools	September	1
Doris M. Dyson, Governess, Elementary Schools	September	1
Robert J. Whitehouse, Junior Housemaster	September	1
Stanley E. Diamond, Substitute Housemaster, Secondary School	September	1
Eleanor R. Cox, B.A., Substitute Teacher, Elementary Schools	September	1
Mary F. Edgar, Substitute Teacher, Elementary Schools	September	1
S. Louise Kresge, B.S. in Ed., Substitute Teacher, Elementary Schools	September	1
Catherine Gagliardi, R.N., General Duty Nurse	September	8
Edward G. Holteen, Junior Housemaster	September	18
Donald McCarty, Junior Housemaster	September	29
Corinna L. Orishimo, Substitute Governess, Elementary Schools	October	25
Margaret M. Dougherty, Substitute Teacher, Elementary Schools,	November	3
Donald L. Loder, Junior Housemaster	November	25
Herbert A. Schwab, Housemaster, Elementary Schools	January 1, '53	

#### TRANSFERS

George R. Dulebohn, A.B., A.M., Ph.D., Teaching Housemaster to Senior Housemaster	February	1
Karl R. Friedmann, B.S., M.A., Teacher of Mathematics to Head of Department of Mathematics	June	3
James D. White, B.S., M.Ed., Ph.D., Teacher of Business Education to Head of Department of Business Education	June	3
George B. Diamant, B.S., M.S., Teacher of Corrective Gymnastics to Teacher of Physical Education	July	1
Edith Satterthwaite, Teacher of Physical Education to Governess, Elementary Schools	July	2
Janet H. Deininger, B.S., M.S., Teacher of Social Studies to Teacher,		

Elementary Schools	August 31
Charlotte A. Floyd, B. of Ed., M.A., Teacher of English to Teacher, Elementary Schools	August 31
Frances M. Filewick, B.S. in Ed., Teacher, Elementary Schools, to Substitute Teacher, Elementary Schools	September 1
Frances R. Fassett, B.F.A., Governess, Elementary Schools to Substitute Governess, Elementary Schools	September 1
John A. Lander, B.S., A.M., Housemaster, Elementary Schools, to Housemaster, Secondary School	September 1
George A. Shuster, Instructor in Foundry Practice to Instructor in Foundry and Sheet Metal Work	September 1
William E. Focht, Instructor in Sheet Metal Work to Instructor in Machine Shop	September 1
John A. Lander, B.S., A.M., Housemaster, Secondary School, to Resident Master in Foreign Languages	January 1, '51

#### DEATHS

William C. Eldridge, Retired Instructor in Printing	March 1
Caroline Ruth North, Supervisor of Art Education and Teacher of Art Appreciation	May 3
Edith M. Bregy, Retired Teacher of Art	July
Daniel Fink, Retired Instructor in Carpentry	December
Helen C. Boyd, Governess, Elementary Schools	December 1
John P. Dunlevy, Retired Swimming Instructor	December 2

## APPENDIX C

### STAFF OF SUMMER SCHOOL—1952

Supervisor

Mr. Charles K. Hay

#### TUTORS

Mr. John J. Welsh  
Mr. Robert Tropea  
Mr. George F. Humphreys

#### TEACHERS OF RECREATIONAL ACTIVITIES

Mr. Edmund O. Mueller  
Mr. I. Edward Branhut  
Mr. Harry M. Orth

#### ENRICHMENT PROGRAM

Mr. Russell M. Leonard  
Mr. Martin J. Warnick  
Miss Rose Mary Bocella  
Mr. Jacob D. Geiger  
Miss Laura Harman  
Mr. Norman B. Shrenk  
Mrs. Eloise T. Barth

#### HANDWORK PROGRAM

Mr. Ernest J. Dellaripa  
Mrs. Dorothy H. Furman

## APPENDIX D

### GRADUATES

Following are the names of those who were graduated from the College in 1952:

#### Class of January 1952

Richard Alan Bauer	William Gerard Hopkins
Larry Thomas Berge	James Joseph Ierardi
Charles Stanley Boswell	Franklin Curtis Jaussi
John William Brisbin	Theodore William Koch
Ralph Austin Carl	Kenneth John Mazak
Hugh Francis Cline*	John Leanney McConnell
Pierre Andre Conti	Charles Raymond Merkel
John Cooper	Byron Phillip Morton
William Clifford Crumplen	Rocco Mutone
Henry William Deibel	Peter Nicholas Nordberg
Nicholas DiCrocce*	Walter Donald Peek*
James Edward Falen*	Richard Virgil Popdan
Paul Eugene Field	Carl Frederick Pudimott
Dennis Robert Freeman	Bernard John Sattin
Hubert Earl Furry	William Robert Schell
Henry Joseph Gentry	Charles Francois Schisano
Harry Grasser	James Swahl
James Joseph Groome*	Joseph Michael Sweeney
Eugene Gilman Halpern	Eugene Carl Tkacz
Robert Bruce Hennessy*	John Curtis Uplinger
Jay Irving Hill	Donald Lee Vought

\*Member of National Honor Society

## Class of June 1952

Donald Frazier Barr  
Richard Rutter Baumann  
Lane Hilborn Blackwell  
Andrew Eugene Bressi  
Norman Sydney Cohen  
Dietrich Luther Conradi  
Raymond Corsini  
Ronald Thomas Davis  
James Arthur Eckard  
Robert Frank Engelhardt\*  
Arthur Jerome Felberbaum  
William Flanagan  
Robert Furmanski  
George Ralph Green\*  
Paul Louis Guida  
Dale Franklin Heffner  
William Franklin Heisler  
Robert Howard Kase\*  
Darrell Jonas Klinger  
John Michael Light  
Donald Lawrence Loder\*  
Gordon James Mabus  
Gerald Ray Magee  
Charles Mangione  
John Martin  
John William McKnight  
John Elwood Nace

Frank Leslie Newman\*  
Robert Earl Nordstrom  
Bernard Robert Oleksa  
Ernesto G. C. Podagrosi  
Lewis Nicholas Rinko\*  
John Rice Ritchey\*  
Franklin Sabol  
John Schepisi  
Edgar Alfred Smith  
James Michael Spittle  
Sidney Langlands Stirling  
Howard LeRoy Stover  
William Hunter Surgeoner  
Edward Joseph Swartz  
Michael Sweeney  
Samuel Albert Thomas  
Joseph Tobin  
Alfred Toizer\*  
Domenic Anthony Tremonte  
Isidor Costas Tripolitis  
Leo Edward Troy  
Victor Tunila\*  
Walter Augustus Uebele  
Chester Henry Van Why  
Charles Wakerics  
David Harris Whitmire  
Henry Leonard Wyzykowski

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